



COOLEY SPRINGS-FINGERVILLE ELEMENTARY

140 Cooley Springs School Road
Chesnee, SC 29323

GRADES PK-5 Elementary School

ENROLLMENT 336 Students

PRINCIPAL Denny Landrum 864-592-1211

SUPERINTENDENT Dr. James O. Jennings 864-578-0128

BOARD CHAIR Mrs. Connie Smith 864-578-0128



THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	42	51	3	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Average	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Unsatisfactory	Yes
2004	Good	Below Average	Yes

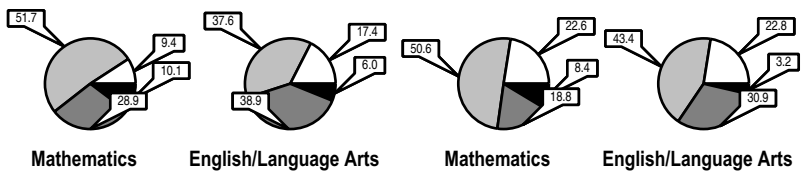
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

64.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	161	100.0	17.4	37.6	38.9	6.0	58.4	Yes	Yes
Gender									
Male	86	100.0	19.2	38.5	39.7	2.6	55.1		
Female	75	100.0	15.5	36.6	38.0	9.9	62.0		
Racial/Ethnic Group									
White	132	100.0	14.8	36.9	41.0	7.4	61.5	Yes	Yes
African-American	27	100.0	28.0	40.0	32.0	0.0	48.0	I/S	I/S
Asian/Pacific Islanders	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	134	100.0	10.6	38.2	43.9	7.3	66.7		
Disabled	27	100.0	50.0	34.6	15.4	0.0	19.2	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	161	100.0	17.4	37.6	38.9	6.0	58.4		
English Proficiency									
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	157	100.0	17.2	36.6	40.0	6.2	59.3		
Socio-Economic Status									
Subsidized meals	110	100.0	22.5	40.2	33.3	3.9	49.0	Yes	Yes
Full-pay meals	51	100.0	6.4	31.9	51.1	10.6	78.7		

Mathematics - State Performance Objective = 15.5%									
All Students	161	100.0	9.4	51.7	28.9	10.1	61.1	Yes	Yes
Gender									
Male	86	100.0	9.0	52.6	26.9	11.5	59.0		
Female	75	100.0	9.9	50.7	31.0	8.5	63.4		
Racial/Ethnic Group									
White	132	100.0	6.6	52.5	28.7	12.3	63.9	Yes	Yes
African-American	27	100.0	24.0	48.0	28.0	0.0	48.0	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	134	100.0	4.9	50.4	32.5	12.2	67.5		
Disabled	27	100.0	30.8	57.7	11.5	0.0	30.8	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	161	100.0	9.4	51.7	28.9	10.1	61.1		
English Proficiency									
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	157	100.0	9.7	51.0	29.0	10.3	61.4		
Socio-Economic Status									
Subsidized meals	110	100.0	12.7	53.9	26.5	6.9	54.9	Yes	Yes
Full-pay meals	51	100.0	2.1	46.8	34.0	17.0	74.5		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	53	100.0	16.7	37.5	43.8	2.1	45.8
	Grade 4	59	98.3	15.1	43.4	41.5	N/A	41.5
	Grade 5	60	100.0	30.0	40.0	30.0	N/A	30.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	53	100.0	26.4	24.5	34.0	15.1	49.1
	Grade 4	54	100.0	14.8	40.7	42.6	1.9	44.4
	Grade 5	54	100.0	14.8	51.9	31.5	1.9	33.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	53	98.1	16.7	47.9	27.1	8.3	35.4
	Grade 4	59	98.3	3.7	44.4	29.6	22.2	51.9
	Grade 5	60	100.0	11.7	48.3	31.7	8.3	40.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	53	100.0	9.4	54.7	26.4	9.4	35.8
	Grade 4	54	100.0	3.7	57.4	27.8	11.1	38.9
	Grade 5	54	100.0	14.8	48.1	27.8	9.3	37.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 336)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	0.9%	N/A	3.3%	2.7%
Attendance rate	95.7%	Up from 95.3%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	12.4%		5.1%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	5.0%		3.6%	3.5%
Eligible for gifted and talented	8.1%	Down from 11.4%	12.3%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.5%	Up from 7.9%	9.2%	8.2%
Older than usual for grade	0.0%	Down from 0.6%	1.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 21)				
Teachers with advanced degrees	61.9%	Up from 45.5%	50.0%	51.4%
Continuing contract teachers	90.5%	Up from 77.3%	88.4%	87.5%
Highly qualified teachers**	89.5%	N/A	95.8%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	88.9%	Up from 87.2%	86.5%	86.7%
Teacher attendance rate	95.5%	Up from 95.1%	94.5%	94.9%
Average teacher salary	\$42,015	Up 2.4%	\$40,242	\$40,760
Prof. development days/teacher	14.9 days	Up from 11.5 days	12.7 days	12.4 days

School				
Principal's years at school	1.0	Down from 11.0	3.0	4.0
Student-teacher ratio in core subjects	21.3 to 1	N/R	18.8 to 1	18.9 to 1
Prime instructional time	89.3%	Up from 88.5%	89.4%	90.0%
Dollars spent per pupil*	\$5,712	Down 2.2%	\$5,817	\$6,044
Percent of expenditures for teacher salaries*	62.0%	Down from 64.9%	66.0%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 98.3%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	95.3%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Cooley Springs-Fingerville Elementary celebrated another successful year. Meeting the unique physical, emotional, social and academic needs of each child was our primary focus. Students were provided with a high quality staff and offered a variety of opportunities to increase academic achievement both during and after school. This year's implementation of the 100 Book Challenge Reading program encouraged daily reading on the students' independent reading level, building success for all students and promoted a positive attitude toward being successful readers. Students were provided related arts instruction in music, art, physical education, media and technology science.

Our school has very strong support from its parents, and as always, the PTA has been a driving force supporting our successes. The PTA provided funds to support our instructional program, recognize student performance, honor all staff members on several occasions and provided funds to purchase a computerized message system for parent phone contacts. We are very appreciative of the endless commitment of all our students, parents, volunteers, business partners and staff. Together everyone makes a difference in our students' success as we continue to strive to provide the best educational opportunities for our children.

Denny Landrum, Principal
Dana Cooper, School Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	22	46	30
Percent satisfied with learning environment	83.3%	91.3%	86.7%
Percent satisfied with social and physical environment	95.2%	91.1%	80.0%
Percent satisfied with home-school relations	65.0%	88.9%	75.9%

*Only students at the highest elementary school grade level at this school and their parents were included.